

American History

K-12 Standards

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

Standard 7 The student will apply social science concepts to real world applications

Eras

1. Three Worlds Meet (Beginnings to 1620)
 2. Colonization and Settlement (1585-1763)
 3. Revolution and the New Nation (1754-1820s)
 4. Expansion and Reform (1801-1861)
 5. Civil War and Reconstruction (1850-1877)
 6. The Development of the Industrial USA (1870-1900)
 7. The Emergence of Modern America (1890-1930)
 8. The Great Depression and World War II (1929-1945)
 9. Postwar United States (1945-1970s)
 10. Contemporary United States (1968-present)
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- Sem. I
- Sem. 2

American History Era 1 Three Worlds Meet

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.2.1 The student understands changes in Western European societies in the age of exploration.

- C.2.1 Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration. [Identify historical antecedents]
- C.2.2 Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers. [Explain the influence of ideas]

B.4.1 The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.

- C.4.1 Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. [Assess the importance of the individual in history]
- C.4.2 Compare English, French, and Dutch motives for exploration with those of the Spanish. [Compare and contrast different sets of ideas]
- C.4.3 Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences. [Consider multiple perspectives]
- C.4.4 Evaluate the course and consequences of the "Columbian Exchange." [Hypothesize the influence of the past]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.4.1 The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.

- C.4.1 Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. [Draw upon data in historical maps]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.3.1 The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

C.3.1 Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.2.1 The student understands changes in Western European societies in the age of exploration.

C.2.1 Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and the uses of labor. [Analyze cause-and-effect relationships]

B.3.1 The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

C.3.1 Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions]

B.5.1 The student understands the Spanish and Portuguese conquest of the Americas.

C.5.1 Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America. [Appreciate historical perspectives]

C.5.2 Analyze connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th-century Europe. [Analyze cause-and-effect relationships]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.1.1 The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

C.1.1 Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with

Native Americans' own beliefs concerning their origins in the Americas. [Compare and contrast different sets of ideas]

C.1.2 Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [Reconstruct patterns of historical succession and duration]

C.1.3 Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization. [Analyze multiple causation]

B.3.1 The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

C.3.1 Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations]

C.3.2 Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. [Compare and contrast the influence of ideas]

B.5.1 The student understands the Spanish and Portuguese conquest of the Americas.

C.5.1 Describe the social composition of the early settlers and compare their various motives for exploration and colonization. [Compare and contrast differing sets of ideas]

C.5.2 Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. [Examine the influence of ideas]

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

B.1 .1 The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

C.1.1 Explain types of techniques used in archaeology

C.1.2 Explain how science contributes to the study of history

B.4.1 *The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.*

C.4.1 Explain how new technological developments improved sea exploration

B.5.1 *The student understands the Spanish and Portuguese conquest of the Americas.*

C.5.1 Explain the role of superior European technology in the conquest of the Americas

Standard 7 The student will apply social science concepts to real world applications

B.7.1 *The student will demonstrate mastery in five historical thinking skills*

C.7.1 Communicates with others using historical thinking skills

C.7.2 Collaborates with others using historical thinking skills

C.7.3 Problem solves using historical thinking skills

C.7.4 Utilizes technology in historical thinking

C.7.5 Understands their potential through the achievements of others

C.7.6. Comprehends traditional American values of opportunity through creativity and hard work

C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Era 1 Three Worlds Meet (Beginnings to 1620)

Era Benchmarks

- B.1 .1 The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.**
- B.2.1 The student understands changes in Western European societies in the age of exploration.**
- B.3.1 The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.**
- B.4.1 The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.**
- B.5.1 The student understands the Spanish and Portuguese conquest of the Americas.**

Era Important Ideas

- I.1.1 Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.**
- I.2.1 Comprehend how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of their own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

T.S.2 Historical Comprehension

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual, literary, and musical sources.

T.S.3 Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

T.S.4 Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

T.S.5 Historical Issues-Analysis

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Era 2 Colonization and Settlement (1585-1763)

Era Benchmarks

- B.1.2. The student understands how diverse immigrants affected the formation of European colonies.**
- B.2.2 The student understands the European struggle for control of North America.**
- B.3.2 The student understands the roots of representative government and how political rights were defined.**
- B.4.2 The student understands religious diversity in the colonies and how ideas about religious freedom evolved.**
- B.5.2 The student understands social and cultural change in British America.**
- B.6.2 The student understands colonial economic life and labor systems in the Americas.**

B.7.2 The student understands economic life and the development of labor systems in the English colonies.

B.8.2 The student understands African life under slavery.

Era Important Ideas

I.1.2 Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

I.2.2 How political, religious, and social institutions emerged in the English colonies.

I.3.2 How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era 3 Revolution and the New Nation (1585-1763)

Era Benchmarks

- B.1.3 The student understands the causes of the American Revolution.**
- B.2.3 The student understands the principles articulated in the Declaration of Independence.**
- B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.**
- B.4.3 The student understands revolutionary government-making at national and state levels.**
- B.5.3 The student understands the economic issues arising out of the Revolution.**
- B.6.3 The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.**
- B.7.3 The student understands the guarantees of the Bill of Rights and continuing significance.**
- B.8.3 The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.**
- B.9.3 The student understands the development of the first American party system.**

Era Important Ideas

- I.1.3 The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.**
- I.2.3 The impact of the American Revolution on politics, economy, and society.**
- I.3.3 The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Era 4 Expansion and Reform (1801-1861)

Era Benchmarks

- B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.**
- B.2.4 The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.**
- B.3.4 The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.**
- B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.**
- B.5.4 The student understands the first era of American urbanization**
- B.6.4 The student understands how antebellum immigration changed American society.**

- B.7.4** The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.
- B.8.4** The student understands the settlement of the West.
- B.9.4** The student understands the changing character of American political life in "the age of the common man."
- B.10.4** The student understands how the debates over slavery influenced politics and sectionalism and abolitionist movement.
- B.11.4** The student understands how Americans strived to reform society and create a distinct culture.
- B.12.4** The student understands changing gender roles and the ideas and activities of women reformers.

Era Important Ideas

- I.1.4** United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- I.2.4** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions
- L.3.4** The extension, restriction, and reorganization of political democracy after 1800.
- I.4.4** The sources and character of cultural, religious, and social reform movements in the antebellum period.

Era Historical Thinking Skills to be demonstrated by students

- T.S.1** Chronological Thinking
- T.S.2** Historical Comprehension
- T.S.3** Historical Analysis and Interpretation
- T.S.4** Historical Research Capabilities
- T.S.5** Historical Issues-Analysis

Era 5 Civil War and Reconstruction (1850-1877)

Era Benchmarks

- B.1.5** The student understands how the North and South differed and how politics and ideologies led to the Civil War.
- B.2.5** The student understands how the resources of the Union and Confederacy affected the course of the war.
- B.3.5** The student understands the social experience of the war on the battlefield and homefront.
- B.4.5** The student understands the political controversy over Reconstruction.
- B.5.5** The student understands the Reconstruction programs to transform social relations in the South.
- B.6.5** The student understands the successes and failures of Reconstruction in the South, North, and West.

Era Important Ideas

- I.1.5 The causes of the Civil War
- I.2.5 The course and character of the Civil War and its effects on the American people.
- I.3.5 How various reconstruction plans succeeded or failed.

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking
- T.S.2 Historical Comprehension
- T.S.3 Historical Analysis and Interpretation
- T.S.4 Historical Research Capabilities
- T.S.5 Historical Issues-Analysis

Era 6 Development of Industrial United States (1870-1900)

Era Benchmarks

- B.1.6 The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.
- B.2.6 The student understands the rapid growth of cities and how urban life changed.
- B.3.6 The student understands how agriculture, mining, and ranching were transformed.
- B.4.6 The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.
- B.5.6 The student understands the sources and experiences of the new immigrants.
- B.6.6 The student understands "scientific racism", race relations, and the struggle for equal rights.
- B.7.6 The student understands how the "second industrial revolution" changed the nature and conditions of work.

B.8.6 The student understands how new cultural movements at different social levels affected American life.

B.9.6 The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

B.10.6 The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

B.11.6 The student understands how Americans grappled with social, economic, and political issues.

B.12.6 The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

Era Important Ideas

I.1.6 How the rise of corporations, heavy industry, and mechanized farming transformed the American people

I.2.6 Massive immigration after 1870 and how new social patterns, conflicts, and ideas national unity developed amid growing cultural diversity.

I.3.6 The rise of the American labor movement and how political issues reflected social and economic changes.

I.4.6 Federal Indian policy and United States foreign policy after the Civil War

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era 7 The Emergence of Modern America (1890-1930)

Era Benchmarks

- B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.**
- B.2.7 The student understands how the American role in the world changed in the early 20th century.**
- B.3.7 The student understands the causes of World War I and why the United States intervened.**
- B.4.7 The student understands the impact at home and abroad of the United States involvement in World War I.**
- B.5.7 The student understands social tensions and their consequences in the postwar era.**
- B.6.7 The student understands how a modern capitalist economy emerged in the 1920s.**

B.7.7 The student understands how new cultural movements reflected and changed American society.

B.8.7 The student understands politics and international affairs in the 1920s.

Era Important Ideas

I.1.7 How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

I.2.7 The changing role of the United States in world affairs through World War I.

I.3.7 How the United States changed from the end of World War I to the eve of the Great Depression.

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era 8 The Great Depression and World War II (1929-1945)

Era Benchmarks

B.1.8 The student understands the causes of the crash of 1929 and the Great Depression.

B.2.8 The student understands how American life changed during the 1930s.

B.3.8 The student understands the New Deal and the presidency of Franklin D. Roosevelt.

B.4.8 The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

B.5.8 The student understands the international background of World War II.

B.6.8 The student understands World War II and how the Allies prevailed.

B.7.8 The student understands the effects of World War II at home.

Era Important Ideas

- I.1.8 The causes of the Great Depression and how it affected American society.**
- I.2.8 How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.**
- I.3.8 The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Era 10 Contemporary United States (1968-Present)

Era Benchmarks

- B.1.10 The student understands domestic politics from Nixon to Carter.**
- B.2.10 The student understands domestic politics in contemporary society.**
- B.3.10 The student understands major foreign policy initiatives**
- B.4.10 The student understands the new immigration and demographic shifts.**
- B.5.10 The student understands changing religious diversity and its impact on American institutions and values.**
- B.6.10 The student understands contemporary American culture.**
- B.7.10 The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.**

Era Important Ideas

I.1.10 Recent developments in foreign policy and domestic politics.

I.2.10 Economic, social, and cultural developments in contemporary United States.

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era Overviews

Era 1 Three Worlds Meet (Beginnings to 1620)

The study of American history properly begins with the first peopling of the Americas more than 30,000 years ago. Students will learn about the spread of ancient human societies in the Americas, North and South, and their adaptations to diverse physical and natural environments. This prepares students to address the historical convergence of European, African, and Native American people starting in the late 15th century when the Columbian voyages began. In studying the beginnings of North American history, it is important for students to understand that Indian societies, like peoples in other parts of the world, were experiencing change--political, economic, cultural--on the eve of the arrival of Europeans. The history of the Native Americans was complex, and it was continuing even as European settlers landed on South and North American shores. European mariners were the agents of the encounters among these many peoples of the late 15th and early 16th centuries. To understand why the trans-oceanic voyages took place students must gain an appreciation of Europe's economic growth, the rise of bureaucratic states, the pace of technological innovation, intellectual and religious ferment, and the continuing crusading tradition in the late medieval period. Students' grasp of the encounters of diverse peoples in the Americas also requires attention to the

history of West and Central Africa. This study will prepare students to investigate the conditions under which the Atlantic slave trade developed.

By studying the European colonization--and partial conquest--of the Americas to 1620, mostly played out in Central and South America, students will embark upon a continuing theme--the making of the many American people of the Western Hemisphere. As a people, we were composed from the beginning of diverse ethnic and linguistic strains. The nature of these manifold and uneven beginnings spawned issues and tensions that are still unresolved. How a composite American society was created out of such human diversity was a complicated process of cultural transformation that unfolded unevenly and unremittingly as the following eras will address.

By studying early European exploration, colonization, and conquest, students will learn about five long-range changes set in motion by the Columbian voyages. First, the voyages initiated a redistribution of the world's population. Several million voluntary European immigrants flocked to the Americas; at least 10-12 million involuntary enslaved Africans relocated on the west side of the Atlantic, overwhelmingly to South America and the Caribbean; and indigenous peoples experienced catastrophic losses. Second, the arrival of Europeans led to the rise of the first trans-oceanic empires in world history. Third, the Columbian voyages sparked a world-wide commercial expansion and an explosion of European capitalist enterprise. Fourth, the voyages led in time to the planting of English settlements where ideas of representative government and religious toleration would grow and, over several centuries, would inspire similar transformations in other parts of the world. Lastly, at a time when slavery and serfdom were waning in Western Europe, new plantation economies were emerging in the Americas employing forced labor on a large scale.

Era Overviews

Era 2 Colonization and Settlement (1585 to 1763)

The study of the colonial era in American history is essential because the foundations for many of the most critical developments in our subsequent national history were established in those years. The long duration of the nation's colonial period--nearly two centuries--requires that teachers establish clear themes. A continental and Caribbean approach best serves a full understanding of this era because North America and the closely linked West Indies were an international theater of colonial development.

One theme involves the intermingling of Native Americans, Europeans, and Africans. Students first need to understand what induced hundreds of thousands of free and indentured immigrants to leave their homelands in many parts of Europe. Why did they risk the hardships of resettlement overseas, and how well did they succeed?

Students must also address two of the most tragic aspects of American history: first, the violent conflicts between Europeans and indigenous peoples, the devastating spread of European diseases among Native Americans, and the

gradual dispossession of Indian land; second, the traffic in the African slave trade and the development of a slave labor system in many of the colonies. While coming to grips with these tragic events, students should also recognize that Africans and Native Americans were not simply victims but were intricately involved in the creation of colonial society and a new, hybrid American culture. A second theme is the development of political and religious institutions and values. The roots of representative government are best studied regionally, so that students can appreciate how European colonizers in New England, the mid-Atlantic, and the South differed in the ways they groped their way toward mature political institutions. In studying the role of religion--especially noteworthy are the foundations of religious freedom, denominationalism, and the many-faceted impact of the Great Awakening--a comparative geographic approach can also be fruitful. Comparison with the role of religion in Dutch, French, and Spanish colonies can be valuable as well.

A third theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

Era Overviews

Era 3 Revolution and the New Nation (1754 to 1820)

The American Revolution is of signal importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. Third, the Revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships--between master and slave, man and woman, upper class and lower class, officeholder and constituent, and even parent and child--and thus demarcated an agenda for reform that would preoccupy Americans down to the present day.

In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the homefront.

In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. In order to reach judgments about this, they necessarily will have to see the Revolution through different sets of eyes--enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, ideological dispositions, regions, and occupations. Students should also be able to see pre- and post-Revolutionary American society in relation to reigning political institutions and practices in the rest of the world. Students can appreciate how agendas for redefining American society in the postwar era differed by exploring how the Constitution was created and how it was ratified after a dramatic ideological debate in virtually every locale in 1787-88. The Constitution of 1787 and the Bill of Rights should be broached as the culmination of the most creative era of constitutionalism in American history. In addition, students should ponder why the Constitutional Convention sidetracked the movement to abolish slavery that had taken rise in the revolutionary era. Nor should they think that ratification of the Constitution ended debate on governmental power or how to create "a more perfect union." Economic, regional, social, ideological, religious, and political tensions would spawn continuing debates over the meaning of the Constitution for generations.

In studying the post-Revolutionary generation, students can understand how the embryo of the American two-party system took shape, how political turmoil arose as Americans debated the French Revolution, and how the Supreme Court rose to a place of prominence. Politics, political leadership, and political institutions have always bulked large in the study of this era, but students will also need to understand other less noticed topics: the beginnings of a national economy, the exuberant push westward, the military campaigns against Native American nations; the emergence of free black communities; and the democratization of religion.

Era Overviews

Era 4 Expansion and Reform (1801-1861)

The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War.

One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. Students should study how Americans, animated by land hunger, the ideology of "Manifest Destiny," and the optimism that anything was possible with imagination, hard work, and the maximum freedom of the individual, flocked to the western frontier. While studying how the frontier experience indelibly stamped the American character, students should explore its ambivalent aspects: the removal of many Indian nations in the Southeast and old Northwest, acquisition of a large part of Mexico through the Mexican-American War, and abrasive encounters with Native Americans, Mexicans, Chinese immigrants, and others in the West.

A second theme confronts the economic development of the expanding American republic--a complex and fascinating process that on the one hand created the sinews of national identity but on the other hand fueled growing regional tensions. In the North, the first stage of industrialization brings students face to face with the role of technology in historical change and how economic development has had profound environmental effects. In studying the rise of immigrant-filled cities, the "transportation revolution" involving railroads, canals, and trans-regional roads, the creation of a national market system, and the proliferation of family farming in newly opened territories, students will appreciate how Tocqueville might have reached the conclusion that the Americans seemed at one time "animated by the most selfish cupidity; at another by the most lively patriotism." In studying the expanding South, students must understand the enormous growth of slavery as an exploitive and morally corrupt economic and social system; but they should also comprehend how millions of African Americans struggled to shape their own lives as much as possible through family, religion, and resistance to slavery.

A third theme interwoven with the two themes above, can be organized around the extension, restriction, and reorganization of political democracy after 1800. The rise of the second party system and modern interest-group politics mark the advent of modern politics in the United States. However, students will see that the evolution of political democracy was not a smooth, one-way street as free African Americans were disenfranchised in much of the North and woman's suffrage was blocked even while white male suffrage spread throughout the states and into the newly developed territories.

Connected to all of the above is the theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history. Emerson captured the vibrancy of this era in asking, "What is man born for but to be a reformer?" Students will find that the attempts to complete unfinished agendas of the revolutionary period and to fashion new reforms necessitated by the rise of factory labor and rapid urbanization partook of the era's democratic spirit and religious faith and yet also reflected the compulsion of well-positioned Americans to restore order to a turbulent society.

Era Overviews

Era 5 Civil War and Reconstruction (1850-1877)

The Civil War was perhaps the most momentous event in American history. The survival of the United States as one nation was at risk and on the outcome of the war depended the nation's ability to bring to reality the ideals of liberty, equality, justice, and human dignity.

The war put constitutional government to its severest test as a long festering debate over the power of the federal government versus state rights reached a climax. Its enormously bloody outcome preserved the Union while releasing not only four million African Americans but the entire nation from the oppressive weight of slavery.

The war can be studied in several ways: as the final, violent phase in a conflict of two regional subcultures; as the breakdown of a democratic political system; as the climax of several decades of social reform; and as a pivotal chapter in American racial history. In studying the Civil War, students have many opportunities to study heroism and cowardice, triumph and tragedy, and hardship, pain, grief, and death wrought by conflict. Another important topic is how the war necessarily obliged both northern and southern women and children to adapt to new and unsettling situations.

As important as the war itself, once the Union prevailed, was the tangled problem of Reconstruction. Through examining the 13th, 14th, and 15th amendments--fundamental revisions of the Constitution--students can see how African Americans hoped for full equality as did many white lawmakers. They can assess the various plans for Reconstruction that were contested passionately. The retreat from Radical Reconstruction--the first attempt at establishing a biracial democracy--should be of concern to all students who need to understand how shared values of the North and South sharply limited support for social and racial democratization. The enduring republican belief in the need to respect local control made direction by central government power unpopular. Northerners, like southerners, did not support schemes to redistribute wealth under Reconstruction because of the need to protect private property. Northerners, like southerners, believed in the social inferiority of blacks.

Students should learn how southern white resistance and the withdrawal of federal supervision resulted in the "redemption" of the South through the disfranchisement of African Americans, the end of their involvement in Reconstruction state legislatures, greater racial separation, the rise of white intimidation and violence, and the creation of black rural peonage.

Balancing the success and failures of Reconstruction should test the abilities of all students. Too much stress on the unfinished agenda of the period can obscure the great changes actually wrought. Moreover, it needs to be remembered how most white Americans were diverted from completing Reconstruction toward new goals brought about by social change. A new generation sought new fields of endeavor afforded by industrialization. They were not imbued by the reformist idealism of their predecessors. Indeed, they were receptive to new doctrines of racial and social inequality. The legacies of the era of war and reconstruction needs to be considered with reference to the North and West as well as the South.

Era Overviews

Era 6 The Development of Industrial USA (1870-1900)

From the era of Reconstruction to the end of the 19th century, the United States underwent an economic transformation that involved the maturing of the industrial economy, the rapid expansion of big business, the development of large-scale agriculture, and the rise of national labor unions and pronounced industrial conflict. Students can begin to see a resemblance to possibilities and problems that our society faces today. The late 19th century marked a spectacular outburst of technological innovation, which fueled headlong economic growth and delivered material benefits to many Americans. Yet, the advances in productive and extractive enterprises that technology permitted also had ecological effects that Americans were just beginning to understand and confront. In the last third of the 19th century, the rise of the American corporation and the advent of big business brought about a concentration of the nation's productive capacities in many fewer hands. Mechanization brought farming into the realm of big business and turned the United States into the world's premier producer of food--a position it has never surrendered.

This period also witnessed unprecedented immigration and urbanization, both of which were indispensable to industrial expansion. American society, always polyglot, became even more diverse as immigrants thronged from southern and eastern Europe--and also from Asia, Mexico, and Central America. As newcomers created a new American mosaic, the old Protestant European Americans' sway over the diverse people of this nation began to loosen. Related to this continuing theme of immigration was the search for national unity amid growing cultural diversity. How a rising system of public education promoted the assimilation of newcomers is an important topic for students to study. Students should appreciate the cross-currents and contradictions of this period. For example, what many at the time thought was progress was regarded by others as retrogressive. Paradoxes abound. First, agricultural modernization, while innovative and productive, disrupted family farms and led American farmers to organize protest movements as never before. Second, the dizzying rate of expansion was accomplished at the cost of the wars against the Plains Indians, which produced the "second great removal" of indigenous peoples from their ancient homelands and ushered in a new federal Indian policy that would last until the New Deal. Third, muscular, wealth-producing industrial development that raised the standard of living for millions of Americans also fueled the rise of national labor unionism and unprecedented clashes in industrial and mining sites between capital and labor. Fourth, after the Civil War, women reformers, while reaching for a larger public presence, suffered an era of retrenchment on economic and political issues. Lastly, the wrenching economic dislocations of this period and the social problems that erupted in rural and urban settings captured the attention of reformers and politicians, giving rise to third-party movements and the beginning of the Progressive movement.

Era Overviews

Era 7 The Emergence of Modern America USA (1890-1930)

The study of how the modern United States emerged begins with the Progressive era. It deserves careful study because, among other things, it included the nation's most vibrant set of reform ideas and campaigns since the 1830s-40s. Progressives were a diverse lot with various agendas that sometimes jostled uneasily, but all reformers focused on a set of corrosive problems arising from rapid industrialization, urbanization, waves of immigration, and business and political corruption. Students can be inspired by how fervently the Progressives applied themselves to the renewal of American democracy. They can also profit from understanding the distinctively female reform culture that contributed powerfully to the movement.

Two of the problems confronted by Progressives are still central today. First, the Progressives faced the dilemma of how to maintain the material benefits flowing from the industrial revolution while bringing the powerful forces creating those benefits under democratic control and while enlarging economic opportunity. Second, Progressives faced the knotted issue of how to maintain democracy and national identity amid an increasingly diverse influx of immigrants and amid widespread political corruption and the concentration of political power. Of all the waves of reformism in American history, Progressivism is notable for its nearly all-encompassing agenda. As its name implies, it stood for progress, and that put it squarely in the American belief in the perfectible society.

Students cannot fully understand the Progressive movement without considering its limitations, particularly its antagonism to radical labor movements and indifference to the plight of African Americans and other minorities. As in so many aspects of American history, it behooves students to understand different perspectives. Progressivism brought fusion in some areas of reform, but it also created fissures. Among those was the ongoing, heated controversy about female equality, particularly in the area of economic protectionism.

All issues of American foreign policy in the 20th century have their origins in the emergence of the United States as a major world power in the Spanish-American War at the end of the 19th century and in the involvement of the United States in World War I. The American intervention in World War I cast the die for the United States as a world power for the remainder of the century. Students can learn much about the complexities of foreign policy today by studying the difficulties of maintaining neutrality in World War I while acquiring the role of an economic giant with global interests and while fervently wishing to export democracy around the world.

In the postwar period the prosperity of the 1920s and the domination of big business and Republican politics are also important to study. The 1920s displayed dramatically the American urge to build, innovate, and explore--poignantly captured in Lindbergh's solo flight across the Atlantic in 1927, which excited more enthusiasm than any single event to that time. The cultural and social realms also contain lessons from history that have resonance today. First, students should study the women's struggle for equality, which had political, economic, and cultural dimensions. Second, students should understand how radical labor movements and radical ideologies provoked widespread fear and even hysteria. Third, they need to study the recurring racial tension that led to black nationalism, the Harlem Renaissance, and the first great northward migration of African Americans on the one hand and the resurgence of the Ku Klux Klan on the other hand. Fourth, they need to understand the powerful movement to Americanize a generation of

immigrants and the momentous closing of the nation's gates through severe retrenchment of open-door immigration policies. Lastly, they should examine the continuing tension among Protestants, Catholics, and Jews, most dramatically exemplified in the resurgence of Protestant fundamentalism.

Era Overviews

Era 8 The Great Depression and World War II (1929-1945)

Participants of this era are still alive, and their common memories of cataclysmic events--from the Crash of 1929 through World War II--are still common points of reference today. Our closeness to this era should help students see how today's problems and choices are connected to the past. Knowledge of history is the precondition of political intelligence, setting the stage for current questions about government's role and rule, foreign policy, the continuing search for core values, and the ongoing imperative to extend the founding principles to all Americans.

The Great Depression and the New Deal deserve careful attention for four reasons. First, Americans in the 1930s endured--and conquered--the greatest economic crisis in American history. Second, the Depression wrought deep changes in people's attitudes toward government's responsibilities. Third, organized labor acquired new rights. Fourth, the New Deal set in place legislation that reshaped modern American capitalism. In its effects on the lives of Americans, the Great Depression was one of the great shaping experiences of American history, ranking with the American Revolution, the Civil War, and the second industrial revolution. More than Progressivism, the Great Depression brought about changes in the regulatory power of the federal government. It also enlarged government's role in superimposing relief measures on the capitalist system, bringing the United States into a mild form of welfare state capitalism, such as had appeared earlier in industrial European nations. This era provides students with ample opportunities to test their analytic skills as they assay Franklin Roosevelt's leadership, the many alternative formulas for ending the Great Depression, and the ways in which the New Deal affected women, racial minorities, labor, children, and other groups.

World War II also commands careful attention. Although it was not the bloodiest in American history, the war solidified the nation's role as a global power and ushered in social changes that established reform agendas that would preoccupy public discourse in the United States for the remainder of the 20th century. The role of the United States in World War II was epochal for its defense of democracy in the face of totalitarian aggression. More than ever before, Americans fought abroad, not only winning the war but bringing a new cosmopolitanism home with them. As before, the war was an engine of social and cultural change. In this war, Americans of diverse backgrounds lived and fought together, fostering American identity and building notions of a common future. Similarly, on the homefront, public education and the mass media promoted nationalism and the blending of cultural backgrounds. Yet students should learn about the denial of the civil liberties of interned Japanese Americans and the irony of racial minorities fighting for democratic principles overseas that they were still denied at home as well as in military service itself.

Students will need to assess carefully the course of the war, the collapse of the Grand Alliance, and its unsettling effects on the postwar period. Also, they should evaluate the social effects of war on the homefront, such as internal migration to war production centers, the massive influx of women into previously male job roles, and the attempts of African Americans and others to obtain desegregation of the armed forces and end discriminatory hiring.

Era Overviews

Era 9 The Postwar United States (1945-1970's)

Although the study of the era following World War II can easily be dominated by a preoccupation with the Cold War, our understanding of present-day American society will be deficient without grappling with the remarkable changes in American society, the American economy, and American culture in the 1950s and 1960s. It should be remembered that the closeness of the period makes it one of continuing reinterpretation, reminding us that historical judgments should be seen as provisional, never cut in stone. Students will need to understand how the postwar economic boom, mightily affected by the transforming hand of science, produced epic changes in American education, consumer culture, suburbanization, the return to domesticity for many women, the character of corporate life, and sexual and cultural mores--both of which involved startling changes in dress, speech, music, film and television, family structure, uses of leisure time, and more.

All of this can take on deeper meaning when connected to politics. Politically, the era was marked by the reinvigoration of New Deal liberalism and its gradual exhaustion in the 1970s. In the period of liberal activism, leaders sought to expand the role of the state to extend civil liberties and promote economic opportunity. The advent of the civil rights and women's movements thus became part of the third great reform impulse in American history. Conservative reaction stressed restrictions on the growth of the state, emphasized free enterprise, and promoted individual rather than group rights.

The Cold War set the framework for global politics for 45 years after the end of World War II. The Cold War so strongly influenced our domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945 that it is obligatory for students to examine its origins and the forces behind its continuation into the late 20th century. They should understand how American and European antipathy to Leninist-Stalinism predated 1945, seeded by the gradual awareness of the messianic nature of Soviet communism during the interwar years, Stalin's collectivization of agriculture, and the great purges of the 1930s. Students should also consider the Soviet Union's goals following World War II. Its catastrophic losses in the war and fear of rapid German recovery were factors in Soviet demands for a sphere of influence on its western borders, achieved through the establishment of governments under Soviet military and political control. Students should also know how the American policy of containment was successfully conducted in Europe: the Truman Doctrine, the Marshall Plan, the Berlin airlift, NATO, and the maintenance of U.S. military forces in Europe under what was called the nuclear "balance of terror."

They should also recognize that the U.S. government's anti-Communist strategy of containment in Asia confronted very different circumstances and would involve the United States in the bloody, costly wars of Korea and Vietnam. The Vietnam War is especially noteworthy. It demonstrated the power of American public opinion in reversing foreign policy, it tested the democratic system to its limits, it left scars on American society that have not yet been erased, and it made many Americans deeply skeptical about future military or even peacekeeping interventions.

Era Overviews

Era 10 Contemporary United States (1968-Present)

Examining the history of our own time presents special difficulties. The historian ordinarily has the benefit of hindsight but never less so than in examining the last few decades. Furthermore, the closer we approach the present the less likely it is that historians will be able to transcend their own biases. Historians can never attain complete objectivity, but they tend to fall shortest of the goal when they deal with current or very recent events. For example, writers and teachers of history who voted for a particular candidate will likely view that candidate's actions in office more sympathetically than a historian who voted the other way.

There can be little doubt, however, that in global politics the role of the United States has led to seismic changes that every student, as a person approaching voting age, should understand. The detente with the People's Republic of China under Nixon's presidency represents the beginning of a new era, though the outcome is still far from determined. Perhaps more epochal is the collapse of the Soviet Union, the overthrow of communist governments in Eastern Europe, and the consequent end of the Cold War and the nuclear arms race. Students can understand little about American attempts to adjust to a post-bipolar world without comprehending these momentous events.

In politics, students ought to explore how the political balance has tilted away from liberalism since 1968. They should also study the ability of the political and constitutional system to check and balance itself against potential abuses as exemplified in the Watergate and Iran-Contra affairs. They can hone their ability to think about the American political system by exploring and evaluating debates over government's role in the economy, environmental protection, social welfare, international trade policies, and more.

No course in American history should reach a conclusion without considering some of the major social and cultural changes of the most recent decades. Among them, several may claim precedence: first, the reopening of the nation's gates to immigrants that for the first time come primarily from Asia and Central America; second, renewed reform movements that promote environmental, feminist, and civil rights agendas that lost steam in the 1970s; third, the resurgence of religious evangelicalism; fourth, the massive alteration in the character of work through technological innovation and corporate reorganization; and lastly, the continuing struggle for *e pluribus unum* amid contentious debates over national vs. group identity, group rights vs. individual rights, and the overarching goal of making social and political practice conform to the nation's founding principles.

Era 2 Colonization and Settlement (1585-1763)

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.2. The student understands how diverse immigrants affected the formation of European colonies.

- C.1.1 Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. [Consider multiple causation]
- C.1.2 Explain why so many European indentured servants risked the hardships of bound labor overseas. [Consider multiple perspectives]
- C.1.3 Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. [Compare competing historical narratives]
- C.1.4 Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. [Reconstruct patterns of historical succession and duration]

B.2.2 The student understands the European struggle for control of North America.

- C.2.2 Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the Seven Years War. [Analyze multiple causation]

B.3.2 The student understands the roots of representative government and how political rights were defined.

C.3.1 Compare how early colonies were established and governed. [Compare and contrast differing sets of ideas]

C.3.2 Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments. [Examine the influence of ideas]

B.4.2 The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

C.4.1 Describe religious groups in colonial America and the role of religion in their communities. [Consider multiple perspectives]

C.4.2 Explain the impact of the Great Awakening on colonial society. [Examine the influence of ideas]

B.8.2 The student understands African life under slavery.

C.8.1 Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. [Appreciate historical perspectives]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.1.2. The student understands how diverse immigrants affected the formation of European colonies.

C.1.2 Analyze on a map the settlement of regions by ethnic background, religious faith, political beliefs

B.2.2 The student understands the European struggle for control of North America.

C.2.1 Examine on a map the various regions controlled and influenced by different European powers

B.6.2 The student understands colonial economic life and labor systems in the Americas.

C.5.1 Examine the influence of the Columbian Exchange on the geography of North America

B.8.2 The student understands African life under slavery.

C.8.1 Assess the contribution of enslaved and free Africans to economic development in different regions of the American colonies. [Interrogate historical data]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.3.2 The student understands the roots of representative government and how political rights were defined.

- C.3.1 Analyze how the rise of individualism contributed to the idea of participatory government. [Assess the importance of the individual]
- C.3.2 Explain the concept of the "rights of Englishmen" and the impact of the English Civil War and the Glorious Revolution on the colonies. [Hypothesize the influence of the past]
- C.3.3 Analyze how gender, property ownership, religion, and legal status affected political rights. [Analyze cause-and-effect relationships]
- C.3.4 Explain how the conflicts between legislative and executive branches contributed to the development of representative government. [Analyze cause-and-effect relationships]

B.4.2 The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

- C.4.1 Trace and explain the evolution of religious freedom in the English colonies. [Reconstruct patterns of historical succession and duration]

B.5.2 The student understands social and cultural change in British America.

- C.5.1 Explain how rising individualism challenged inherited ideas of hierarchy and deference and affected the ideal of community. [Assess the importance of the individual]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.6.2 The student understands colonial economic life and labor systems in the Americas.

- C.6.1 Explain mercantilism and evaluate how it influenced patterns of economic activity. [Analyze cause-and-effect relationships]
- C.6.2 Identify the major economic regions in the Americas and explain how labor systems shaped them. [Utilize visual and mathematical data]
- C.6.3 Explain the development of an Atlantic economy in the colonial period. [Reconstruct patterns of historical succession and duration]

B.7.2 The student understands economic life and the development of labor systems in the English colonies

- C.7.1 Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. [Compare and contrast different sets of ideas]
- C.7.2 Compare the characteristics of free labor, indentured servitude, and chattel slavery. [Compare and contrast differing labor systems]
- C.7.3 Explain the shift from indentured servitude to chattel slavery in the southern colonies. [Challenge arguments of historical inevitability]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.1.2. The student understands how diverse immigrants affected the formation of European colonies.

- C.1.2 Compare the social composition of English, French, and Dutch settlers in the 17th and 18th centuries. [Interrogate historical data]

B.2.2 The student understands the European struggle for control of North America.

- C.2.1 Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. [Compare and contrast different sets of ideas]
- C.2.2 Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. [Consider multiple perspectives]
- C.2.3 Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. [Examine the influence of ideas and interests]
- C.2.4. Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies. [Consider multiple perspectives]

B.4.2 The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

- C.4.1 Explain how Puritanism shaped New England communities and how it changed during the 17th century. [Compare and contrast differing sets of ideas]

B.5.2 The student understands social and cultural change in British America.

C.5.1 Explain how and why family and community life differed in various regions of colonial North America. [Consider multiple perspectives]

C.5.2 Explore the seeds of public education in the New England colonies and explain how literacy and education differed between New England and southern colonies. [Compare and contrast differing sets of ideas]

B.7.2 The student understands economic life and the development of labor systems in the English colonies

C.7.1 Explore how the mobility and material success of many colonists encouraged the development of a consumer society and led to the imitation of English culture. [Utilize quantitative data]

B.8.2 The student understands African life under slavery.

C.8.1 Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Indian) customs and values to develop a distinctive African American culture. [Identify gaps in the historical record while constructing a sound historical interpretation]

C.8.2 Analyze overt and passive resistance to enslavement. [Analyze cause-and-effect relationships]

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

B.5.2 The student understands social and cultural change in British America.

C.5.1 Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. [Examine the influence of ideas]

Standard 7 The student will apply social science concepts to real world applications

B.7.1 *The student will demonstrate mastery in five historical thinking skills*

C.7.1 Communicates with others using historical thinking skills

C.7.2 Collaborates with others using historical thinking skills

C.7.3 Problem solves using historical thinking skills

- C.7.4 Utilizes technology in historical thinking
- C.7.5 Understands their potential through the achievements of others
- C.7.6. Comprehends traditional American values of opportunity through creativity and hard work
- C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Era 3 Revolution and the New Nation (1754-1820s)

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.3 The student understands the causes of the American Revolution.

- C.1.1 Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
- C.1.2 Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- C.1.3 Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
- C.1.4 Analyze political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
- C.1.5 Reconstruct the arguments among patriots and loyalists about independence and draw conclusions about how the decision to declare independence was reached. [Consider multiple perspectives]

B.2.3 The student understands the principles articulated in the Declaration of Independence.

- C.2.1 Draw upon the principles in the Declaration of Independence to construct a sound historical argument regarding whether it justified American independence. [Interrogate historical data]

B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.

- C.3.1 Appraise George Washington's military and political leadership in conducting the Revolutionary War. [Assess the importance of the individual]
- C.3.2 Explain how the Americans won the war against superior British resources. [Analyze multiple causation]
- C.3.3 Analyze United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. [Analyze cause-and-effect relationships]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.

C.3.1 Explain the geographical factors affecting the course of the war that contributed to the American victory [Draw upon data in historical maps]

C.3.2 Analyses through maps the American and British military strategies to achieve victory [Draw upon data in historical maps]

C.3.3 Identify important battles and important geographical objectives [Draw upon data in historical maps]

B.4.3 The student understands revolutionary government-making at national and state levels.

C.4.1 Explain the dispute over the western lands and evaluate how it was resolved. [Draw upon data in historical maps]

B.5.3 The student understands the economic issues arising out of the Revolution.

C.5.1 Explain how geography influenced the economies, and cultures of the North, South and West [Compare and contrast differing sets of ideas]

B.9.3 The student understands the development of the first American party system.

C.6.1 Determine the role of geography in the formation of political beliefs and ideology [Compare and contrast differing sets of ideas]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.2.3 The student understands the principles articulated in the Declaration of Independence.

C.2.1 Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]

C.2.2 Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. [Consider multiple perspectives]

- C.2.3 Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]

B.4.3 The student understands revolutionary government-making at national and state levels.

- C.4.1 Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]
- C.4.2 Assess the accomplishments and failures of the Continental Congress. [Compare and contrast differing sets of ideas]
- C.4.3 Assess the importance of the Northwest Ordinance. [Interrogate historical data]

B.6.3 The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

- C.6.1 Analyze the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- C.6.2 Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. [Examine the influence of ideas]
- C.6.3 Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]
- C.6.4 Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]
- C.6.5 Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics. [Hypothesize the influence of the past]

B.7.3 The student understands the guarantees of the Bill of Rights and continuing significance.

- C.7.1 Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. [Assess the importance of the individual]

B.8.3 The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

- C.8.1 Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]
- C.8.2 Trace the evolution of the Supreme Court's powers during the 1790s and early 19th century and analyze its influence today. [Explain historical continuity and change]

B.9.3 The student understands the development of the first American party system.

- C.9.1 Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party. [Analyze multiple causation]
- C.9.2 Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]
- C.9.3 Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. [Compare and contrast differing sets of ideas]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.

- C.3.1 Analyze the problems of financing the war and dealing with wartime inflation, hoarding, and profiteering. [Identify issues and problems in the past]

B.5.3 The student understands the economic issues arising out of the Revolution.

- C.5.1 Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. [Utilize quantitative data]
- C.5.2 Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]
- C.5.3 Explain how the Continental Congress and the states attempted to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. [Formulate a position or course of action on an issue]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.1.3 The student understands the causes of the American Revolution.

C.1.1 Analyze the philosophical divisions within the colonial population in respect to revolution, (radicals) reform, (moderates) and loyalty to the crown (conservatives) [Consider multiple perspectives]

B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.

C.3.1 Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]

C.3.2 Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]

Standard 6 The student will demonstrate knowledge and conceptual understanding of the influence of technology and science on the past, present, and future

B.1.3 The student understands the causes of the American Revolution.

C.1.1 Explain how radical groups used the printing press and propaganda to win public support for revolution [Analyze multiple causation]

Standard 7 The student will apply social science concepts to real world applications

B.7.1 *The student will demonstrate mastery in five historical thinking skills*

- C.7.1 Communicates with others using historical thinking skills
- C.7.2 Collaborates with others using historical thinking skills
- C.7.3 Problem solves using historical thinking skills
- C.7.4 Utilizes technology in historical thinking
- C.7.5 Understands their potential through the achievements of others
- C.7.6. Comprehends traditional American values of opportunity through creativity and hard work
- C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Era 4 Expansion and Reform (1801-1861)

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

- C.1.1 Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny. [Evaluate the implementation of a decision]
- C.1.2 Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- C.1.3 Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. [Reconstruct patterns of historical succession and duration]

B.2.4 The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

- C.2.1 Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole. [Appreciate historical perspectives]
- C.2.2 Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance. [Compare and contrast differing sets of ideas]

B.3.4 The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

- C.3.1 Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. [Examine the influence of ideas]
- C.3.2 Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [Challenge arguments of historical inevitability]
- C.3.3 Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [Analyze multiple causation]
- C.3.4 Analyze different perspectives on the Mexican-American War. [Consider multiple perspectives]

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

C.4.1 Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period. [Consider multiple perspectives]

B.8.4 The student understands the settlement of the West.

C.8.1 Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]

C.8.2 Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West. [Appreciate historical perspectives]

B.9.4 The student understands the changing character of American political life in "the age of the common man."

C.9.1 Explain why the election of Andrew Jackson was considered a victory for the "common man." [Assess the importance of the individual in history]

B.10.4 The student understands how the debates over slavery influenced politics and sectionalism and abolitionist movement.

C.10.1 Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]

B.11.4 The student understands how Americans strived to reform society and create a distinct culture.

C.11.1 Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization. [Analyze cause-and-effect relationships]

C.11.2 Define Transcendentalism, account for the rise of the first American renaissance, and analyze ideas concerning the individual, society, and nature expressed in the literary works of major Transcendentalists. [Examine the influence of ideas]

C.11.3 Identify the major utopian experiments and analyze the reasons for their formation. [Consider multiple perspectives]

B.12.4 The student understands changing gender roles and the ideas and activities of women reformers.

- C.12.1 Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]
- C.12.2 Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact. [Reconstruct the literal meaning of a historical passage]
- C.12.3 Compare and contrast the antebellum women's movement for equality and 20th-century feminism. [Hypothesize the influence of the past]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

- C.1.1 Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]

B.7.4 The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

- C.7.1 Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. [Analyze cause-and-effect relationships]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

- C.1.1 Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. [Compare and contrast differing sets of ideas]

B.2.4 The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

C.2.1 Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. [Compare and contrast differing sets of ideas]

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

C.4.1 Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements. [Examine the influence of ideas]

B.9.4 The student understands the changing character of American political life in "the age of the common man."

C.9.1 Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]

C.9.2 Explain the combination of sectional, cultural, economic, and political factors that contributed to the formation of the Democratic, Whig, and "Know-Nothing" parties. [Analyze multiple causation]

C.9.3 Analyze how Jackson's veto of the U.S. Bank recharter and his actions in the nullification crisis contributed to the rise of the Whig party. [Analyze cause-and-effect relationships]

B.10.4 The student understands how the debates over slavery influenced politics and sectionalism and abolitionist movement.

C.10.1 Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism. [Compare and contrast differing sets of ideas]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.3.4 The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

C.3.1 Analyze United States trading interests in the Far East and explain how they influenced continental expansion to the Pacific. [Analyze cause-and-effect relationships]

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

C.4.1 Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences. [Compare and contrast differing sets of ideas]

C.4.2 Compare how patterns of economic growth and recession affected territorial expansion and community life in the North, South, and West. [Analyze cause-and-effect relationships]

B.7.4 The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

C.7.1 Analyze the argument that the institution of slavery retarded the emergence of capitalist institutions and values in the South. [Evaluate major debates among historians]

B.10.4 The student understands how the debates over slavery influenced politics and sectionalism and abolitionist movement.

C.10.1 Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. [Analyze cause-and-effect relationships]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

C.1.1 Assess how the Louisiana Purchase affected relations with Native Americans and the lives of various inhabitants of the Louisiana Territory. [Explain historical continuity and change]

C.1.2 Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]

B.2.4 The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

C.2.1 Investigate the impact of trans-Mississippi expansion on Native Americans. [Analyze cause-and-effect relationships]

B.3.4 The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

C.3.1 Analyze different perspectives on the Mexican-American War. [Consider multiple perspectives]

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

C.4.1 Analyze how the factory system affected gender roles and changed the lives of men, women, and children. [Analyze cause-and-effect relationships]

B.5.4 The student understands the first era of American urbanization

C.5.1 Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]

C.5.2 Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities. [Analyze cause-and-effect relationships]

C.5.3 Explain the growth of free African American communities in the cities and account for the rise of racial hostility. [Examine the influence of ideas]

B.6.4 The student understands how antebellum immigration changed American society.

C.6.1 Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. [Analyze cause-and-effect relationships]

C.6.2 Assess the connection between industrialization and immigration. [Analyze cause-and-effect relationships]

C.6.3 Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]

C.6.4. Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]

B.7.4 The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

C.7.1 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]

C.7.2 Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

C.7.3 Evaluate how enslaved African Americans used religion and family to create a viable culture and ameliorate the effects of slavery. [Obtain historical data]

B.8.4 The student understands the settlement of the West.

C.8.1 Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. [Compare and contrast different patterns of settlement]

C.8.2 Assess the degree to which political democracy was a characteristic of the West and evaluate the factors influencing political and social conditions on the frontier. [Differentiate between historical facts and historical interpretations]

B.10.4 The student understands how the debates over slavery influenced politics and sectionalism and abolitionist movement.

C.10.1 Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. [Examine the influence of ideas]

C.10.2 Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

C.10.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]

B.12.4 The student understands changing gender roles and the ideas and activities of women reformers.

C.12.1 Compare the North, South, and West in terms of men's and women's occupations, legal rights, and social status. [Interrogate historical data]

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

C.4.1 Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]

Standard 7 The student will apply social science concepts to real world applications

B.7.1 The student will demonstrate mastery in five historical thinking skills

C.7.1 Communicates with others using historical thinking skills

C.7.2 Collaborates with others using historical thinking skills

C.7.3 Problem solves using historical thinking skills

C.7.4 Utilizes technology in historical thinking

C.7.5 Understands their potential through the achievements of others

C.7.6. Comprehends traditional American values of opportunity through creativity and hard work

C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Era 5 Civil War and Reconstruction (1850-1877)

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.5 The student understands how the North and South differed and how politics and ideologies led to the Civil War.

- C.1.1 Identify and explain the economic, social, and cultural differences between the North and the South. [Draw upon quantitative data to trace historical developments]
- C.1.2 Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. [Analyze cause-and-effect relationships]
- C.1.3 Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]
- C.1.4 Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]
- C.1.5 Chart the secession of the southern states and explain the process and reasons for secession. [Analyze cause-and-effect relationships]

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

- C.2.1 Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. [Utilize visual and mathematical data]
- C.2.2 Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. [Assess the importance of the individual in history]

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

- C.3.1 Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation. [Examine historical perspectives]

B.4.5 The student understands the political controversy over Reconstruction.

- C.4.1 Evaluate the goals and accomplishments of the Freedmen's Bureau.[Hold interpretations of history as tentative]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.1.5 The student understands how the North and South differed and how politics and ideologies led to the Civil War.

C.1.1 Explain how the United States was made up of three distinct geographical regions with its own unique character and culture

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Explain the role geography played in helping the North win the war

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

C.3.1 Identify important battles and strategic objectives

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.1.5 The student understands how the North and South differed and how politics and ideologies led to the Civil War.

C.1.1 Analyze how the disruption of the second American party system frayed the durable bonds of union, leading to the ascent of the Republican party in the 1850s. [Analyze multiple causation]

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. [Examine the influence of ideas]

C.2.2 Analyze the purpose, meaning, and significance of the Gettysburg Address. [Identify the author of the historical document and assess its credibility]

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

C.3.1 Evaluate the Union's reasons for curbing wartime civil liberties. [Consider multiple perspectives]

B.6.5 The student understands the successes and failures of Reconstruction in the South, North, and West.

C.6.1 Evaluate Reconstruction ideals as a culminating expression of the mid-19th-century impulse of social democratization and perfectionism. [Evaluate major debates among historians]

C.6.2 Assess how the political and economic position of African Americans in the northern and western states changed during Reconstruction. [Examine historical perspectives]

C.6.3 Evaluate why corruption increased in the postwar period. [Analyze multiple causation]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Compare resources of the Union and the Confederacy at the beginning of the Civil War and assess the economic advantages and weakness of each side. [Utilize visual and mathematical data]

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

B.4.5 The student understands the political controversy over Reconstruction.

C.4.1 Evaluate the economic condition of the south after the war [Utilize visual and mathematical data]

B.5.5 The student understands the Reconstruction programs to transform social relations in the South.

C.5.1 Analyze how African Americans attempted to improve their economic position during Reconstruction and explain the factors involved in their quest for land ownership. [Analyze multiple causation]

B.6.5 The student understands the successes and failures of Reconstruction in the South, North, and West.

C.6.1 Evaluate the effects of northern capital and entrepreneurship on economic development in the postwar South. [Consider multiple perspectives]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Describe the position of the major Indian nations during the Civil War and explain the effects of the war upon these nations. [Reconstruct patterns of historical succession and duration]

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

C.3.1 Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers. [Evidence historical perspectives]

C.3.2 Analyze the reasons for the northern draft riots. [Analyze multiple causation]

C.3.3 Compare women's homefront and battlefield roles in the Union and the Confederacy. [Compare and contrast differing sets of ideas]

B.4.5 The student understands the political controversy over Reconstruction.

C.4.1 Explain the economic and social problems facing the South and appraise their impact on different social groups. [Examine historical perspectives]

B.5.5 The student understands the Reconstruction programs to transform social relations in the South.

C.5.1 Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction. [Hypothesize the influence of the past]

B.6.5 The student understands the successes and failures of Reconstruction in the South, North, and West.

C.6.1 Analyze how the Civil War and Reconstruction changed men's and women's roles and status in the North, South, and West. [Analyze cause-and-effect relationships]

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Explain how both sides used new technology to fight the war

C.2.2 Explain why the Civil War is often considered the first modern war

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

C.3.1 Explain how military science far exceeded medical science in this era

Standard 7 The student will apply social science concepts to real world applications

B.7.1 The student will demonstrate mastery in five historical thinking skills

C.7.1 Communicates with others using historical thinking skills

C.7.2 Collaborates with others using historical thinking skills

C.7.3 Problem solves using historical thinking skills

C.7.4 Utilizes technology in historical thinking

C.7.5 Understands their potential through the achievements of others

C.7.6. Comprehends traditional American values of opportunity through creativity and hard work

C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.6 The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

C.1.1 Compare the ascent of new industries today with those of a century ago. [Hypothesize the influence of the past]

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

C.3.1 Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners. [Consider multiple perspectives]

B.4.6 The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.

C.4.1 Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870-1900. [Utilize visual and mathematical data]

C.4.2 Explain how rapid industrialization, extractive mining techniques, and the "gridiron" pattern of urban growth affected the scenic beauty and health of city and countryside. [Analyze multiple causation]

C.4.3 Explain the origins of environmentalism and the conservation movement in the late 19th century. [Examine the influence of ideas]

B.5.6 The student understands the sources and experiences of the new immigrants.

C.5.1 Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]

C.5.2 Evaluate how Catholic and Jewish immigrants responded to religious discrimination. [Obtain historical data]

C.5.3 Evaluate the role of public and parochial schools in integrating immigrants into the American mainstream. [Analyze cause-and-effect relationships]

B.7.6 The student understands how the "second industrial revolution" changed the nature and conditions of work.

C.7.1 Analyze how working conditions changed and how the workers responded to new industrial conditions. [Explain historical continuity and change]

C.7.2 Analyze the causes and consequences of the industrial employment of children. [Examine historical perspectives]

B.8.6 The student understands how new cultural movements at different social levels affected American life.

- C.8.1 Describe how regional artists and writers portrayed American life in this period. [Read historical narratives imaginatively]
- C.8.2 Investigate new forms of popular culture and leisure activities at different levels of American society. [Draw upon visual sources]
- C.8.3 Explain Victorianism and its impact on architecture, literature, manners, and morals. [Employ literature, architecture, diaries, and artifacts]
- C.8.4 Analyze how the rise of public education and voluntary organizations promoted national unity and American values in an era of unprecedented immigration and socioeconomic change. [Examine the influence of ideas]

B.9.6 The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

- C.9.1 Analyze how "reform unions" and "trade unions" differed in terms of their agendas for reform and for organizing workers by race, skill, gender, and ethnicity. [Compare and contrast differing sets of ideas]
- C.9.2 Explain the ways in which management in different regions and industries responded to labor organizing workers. [Formulate historical questions]

B.10.6 The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

- C.10.1 Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]
- C.10.2 Compare survival strategies of different Native American societies during the "second great removal." [Appreciate historical perspectives]
- C.10.3 Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]
- C.10.4 Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]

B.11.6 The student understands how Americans grappled with social, economic, and political issues.

- C.11.1 Explain the political, social, and economic roots of Populism and distinguish Populism from earlier democratic reform movements. [Examine the influence of ideas]
- C.11.2 Evaluate the successes and failures of Populism. [Examine the influence of ideas]

B.12.6 The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

- C12.1 Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy. [Analyze cause-and-effect relationships]
- C12.2 Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [Interrogate historical data]
- C12.3 Explain the causes and consequences of the Filipino insurrection. [Analyze cause-and-effect relationships]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.2.6 The student understands the rapid growth of cities and how urban life changed.

- C.2.1 Trace the migration of people from farm to city and their adjustment to urban life. [Appreciate historical perspectives]

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

- C.3.1 Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching. [Draw upon data in historical maps]

B.5.6 The student understands the sources and experiences of the new immigrants.

- C.5.1 Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

B.7.6 The student understands how the "second industrial revolution" changed the nature and conditions of work.

- C.7.1 Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill. [Formulate historical questions]

B.12.6 The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

C12.1 Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.2.6 The student understands the rapid growth of cities and how urban life changed.

C.2.1 Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers. [Consider multiple perspectives]

C.2.2 Explain how urban dwellers dealt with the problems of financing, governing, and policing the cities. [Evaluate alternative courses of actions]

C.2.3 Investigate how urban leaders, such as architects and philanthropists, responded to the challenges of rapid urbanization. [Assess the importance of the individual in history]

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

C.3.1 Analyze the role of the federal government--particularly in terms of land policy, water, and Indian policy--in the economic transformation of the West. [Analyze cause-and-effect relationships]

B.6.6 The student understands "scientific racism", race relations, and the struggle for equal rights.

C.6.1 Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups. [Evaluate the implementation of a decision]

C.6.2 Analyze the arguments and methods by which various minority groups sought to acquire equal rights and opportunities guaranteed in the nation's charter documents. [Identify issues and problems in the past]

B.9.6 The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

C.9.1 Explain the response of management and government at different levels to labor strife in different regions of the country. [Compare competing historical narratives]

B.11.6 The student understands how Americans grappled with social, economic, and political issues.

- C.11.1 Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation. [Consider multiple perspectives]
- C.11.2 Analyze the Populists' Omaha Platform of 1892 as a statement of grievances and an agenda for reform. [Interrogate historical data]
- C.11.3 Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics. [Analyze cause-and-effect relationships]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.1.6 The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

- C.1.1 Compare various types of business organizations in production and marketing. [Compare and contrast differing sets of ideas]
- C.1.2 Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]
- C.1.3 Explain how business leaders sought to limit competition and maximize profits in the late 19th century. [Examine the influence of ideas]
- C.1.4 Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth. [Utilize quantitative data]

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

- C.3.1 Explain how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing, and transportation. [Compare and contrast differing economic patterns]

B.9.6 The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

- C.9.1 Analyze the causes and effects of escalating labor conflict. [Analyze cause-and-effect relationships]

B.11.6 The student understands how Americans grappled with social, economic, and political issues.

- C.11.1 Explain the causes and effects of the depressions of 1873-79 and 1893-97 and the ways in which government, business, labor, and farmers responded. [Analyze cause-and-effect relationships]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.2.6 The student understands the rapid growth of cities and how urban life changed.

C.2.1 Explain how American culture was effected by this era of change

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

C.3.1 Explain the gender composition and ethnic diversity of farmers, miners, and ranchers and analyze how this affected the development of the West. [Examine the influence of ideas]

B.5.6 The student understands the sources and experiences of the new immigrants.

C.5.1 Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. [Analyze multiple causation]

B.6.6 The student understands "scientific racism", race relations, and the struggle for equal rights.

C.6.1 Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]

B.7.6 The student understands how the "second industrial revolution" changed the nature and conditions of work.

C.7.1 Explain the change from workshop to factory and how it altered the worker's world. [Analyze cause-and-effect relationships]

Standard 6 The student will demonstrate knowledge and conceptual understanding of the influence of technology and science on the past, present, and future

B.1.6 The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

C.1.1 Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. [Utilize quantitative data]

B.6.6 The student understands "scientific racism", race relations, and the struggle for equal rights.

- C.6.1 Analyze the scientific theories of race and their application to society and politics. [Examine the influence of ideas]

Standard 7 The student will apply social science concepts to real world applications

B.7.1 The student will demonstrate mastery in five historical thinking skills

- C.7.1 Communicates with others using historical thinking skills
- C.7.2 Collaborates with others using historical thinking skills
- C.7.3 Problem solves using historical thinking skills
- C.7.4 Utilizes technology in historical thinking
- C.7.5 Understands their potential through the achievements of others
- C.7.6. Comprehends traditional American values of opportunity through creativity and hard work
- C.7.7 Value of looking at the past to make wise decisions regarding the present and future

Era 7 The Emergence of Modern America (1890-1930)

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.

- C.1.1 Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society. [Explain historical continuity and change]
- C.1.2 Examine the social origins of the Progressives. [Interrogate historical data]
- C.1.3 Explain how intellectuals and religious leaders laid the groundwork and publicists spread the word for Progressive plans to reform American society. [Assess the importance of the individual]
- C.1.4 Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. [Assess the importance of the individual]

B.2.7 The student understands how the American role in the world changed in the early 20th century.

- C.2.1 Analyze the reasons for the Open Door policy. [Formulate a position or course of action on an issue]
- C.2.2 Evaluate the Roosevelt administration's foreign policies. [Evaluate the implementation of a decision]
- C.2.3 Explain relations with Japan and the significance of the 'Gentleman's Agreement.' [Consider multiple perspectives]
- C.2.4 Compare Taft's dollar diplomacy with Roosevelt's big stick diplomacy and evaluate the results. [Compare and contrast differing sets of ideas]
- C.2.5 Evaluate Wilson's moral diplomacy, especially in relation to the Mexican Revolution. [Examine the influence of ideas]

B.3.7 The student understands the causes of World War I and why the United States intervened.

- C.3.1 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]

C.3.2 Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [Examine the influence of ideas]

C.3.3 Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]

B.4.7 The student understands the impact at home and abroad of the United States involvement in World War I.

C.4.1 Explain how the American Expeditionary Force contributed to the allied victory. [Interrogate historical data]

C.4.2 Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. [Marshal evidence of antecedent circumstances]

C.4.3 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [Evaluate the implementation of a decision]

B.8.7 The student understands politics and international affairs in the 1920s.

C.8.1 Evaluate the waning of Progressivism and the 'return to normalcy.' [Explain historical continuity and change]

C.8.2 Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision]

C.8.3 Describe the goals and evaluate the effects of Republican foreign policy. [Analyze cause-and-effect relationships]

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

B.3.7 The student understands the causes of World War I and why the United States intervened.

C.3.1 Analyses through maps the Allied and Central Power military strategies to achieve victory [Draw upon data in historical maps]

C.3.2 Identify important battles and important geographical objectives [Draw upon data in historical maps]

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.

C.3.1 Evaluate Progressive reforms to expand democracy at the local and state levels. [Examine the influence of ideas]

C.3.2 Explain why the election of 1912 was a pivotal campaign for the Progressive movement. [Interrogate historical data]

C.3.3 Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society. [Evaluate the implementation of a decision]

C.3.4 Explain how the decisions of the Supreme Court affected Progressivism. [Interrogate historical data]

B.4.7 The student understands the impact at home and abroad of the United States involvement in World War I.

C.4.1 Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [Evaluate the implementation of a decision]

B.5.7 The student understands social tensions and their consequences in the postwar era.

C.5.1 Assess state and federal government reactions to the growth of radical political movements. [Evaluate the implementation of a decision]

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.

C.4.1 Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers. [Evaluate alternative courses of action]

B.4.7 The student understands the impact at home and abroad of the United States involvement in World War I.

C.4.1 Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. [Identify issues and problems in the past]

B.6.7 The student understands how a modern capitalist economy emerged in the 1920s.

- C.6.1 Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. [Analyze cause-and-effect relationships]
- C.6.2 Analyze the new business downtowns, the development of suburbs, and the role of transportation in changing urban life. [Explain historical continuity and change]
- C.6.3 Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. [Utilize quantitative data]

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.

- C.5.1 Evaluate Progressive attempts at social and moral reform. [Marshal evidence of antecedent circumstances]
- C.5.2 Analyze Progressive programs for assimilating the influx of immigrants before World War I. [Formulate a position or course of action on an issue]
- C.5.3 Specify the issues raised by various women and how mainstream Progressives responded to them. [Consider multiple perspectives]
- C.5.4 Evaluate the changing attitude toward Native American assimilation under Progressivism and the consequences of the change. [Explain historical continuity and change]

B.5.7 The student understands social tensions and their consequences in the postwar era.

- C.5.1 Analyze the factors that lead to immigration restriction and the closing of the 'Golden Door.' [Interrogate historical data]
- C.5.2 Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. [Analyze cause-and-effect relationships]
- C.5.3 Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. [Examine the influence of ideas]
- C.5.4 Analyze how the emergence of the 'New Woman' challenged Victorian values. [Examine the influence of ideas]

B.7.7 The student understands how new cultural movements reflected and changed American society.

- C.7.1 Specify and evaluate the extension of secondary education to new segments of American society. [Utilize quantitative data]
- C.7.2 Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]
- C.7.3 Explain the growth of distinctively American art and literature from the social realists to the 'lost generation.' [Draw upon art and literature]
- C.7.4 Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]
- C.7.5 Assess how increased leisure time promoted the growth of professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]

Standard 6 The student will demonstrate knowledge and conceptual understanding of the influence of technology and science on the past, present, and future

B.3.7 The student understands the causes of World War I and why the United States intervened.

- C.3.1 Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. [Analyze cause-and-effect relationships]

B.6.7 The student understands how a modern capitalist economy emerged in the 1920s.

- C.6.1 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]

Standard 7 The student will apply social science concepts to real world applications

B.7.1 The student will demonstrate mastery in five historical thinking skills

- C.7.1 Communicates with others using historical thinking skills
- C.7.2 Collaborates with others using historical thinking skills
- C.7.3 Problem solves using historical thinking skills
- C.7.4 Utilizes technology in historical thinking

C.7.5 Understands their potential through the achievements of others

C.7.6. Comprehends traditional American values of opportunity through creativity and hard work

C.7.7 Value of looking at the past to make wise decisions regarding the present and future